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ABSTRACT

This is a report on the student success model designed by Modesto Junior College (MJC) (California) in conjunction with the state-established Partnership for Excellence (PFE) program goals. The PFE program addresses goals of the community college's mission along with more direct emphasis on transfer programs, degrees and certificates awarded, student course completion, workforce development, and basic skills improvement. MJC added 10 additional goals focused on improving overall student success; for example: (1) to help increase the number of college ready high school graduates in the service area; (2) to establish common competencies in English, math, and transfer programs; (3) to improve vocational programs; and (4) to structure a system to reward student and staff achievement. The college would also develop and utilize indicators to measure goal attainment and student outcomes. This report provides information on: (1) implementation timelines; (2) student success planning committees; and (3) PFE, student success, and budget reporting templates. A research request form is also included in the report, which can be used to request data from the MJC Institutional Research Office. Overall, the report provides other community colleges with a model on developing a student success plan. (MKF)

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Modesto Junior College's Student Success Plan: A Model for Student Success/PFE Planning

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Modesto Junior College's Student Success Plan: A Model for Student Success/PFE Planning

Abstract

Modesto Junior College (MJC) has a long history of strategic planning for student success/student equity goals. When the Partnership for Excellence (PFE) was adopted, the college already had in place a working "Student Equity Plan". To develop its current Student Success Plan, the college integrated its Student Equity Plan with the State's PFE. As a result, MJC has a clearly articulated and well thought out planning document which guides its efforts toward meeting PFE targets. Whereas the Student Equity Plan focused on student access and opportunity, PFE is oriented toward improvement and assessment of student outcomes identified by the California State Chancellor's office. By integrating the two plans, the Student Success Plan continues to give attention to access and opportunity in education while assuring that educational opportunity is linked to measurable outcomes that can guide the college toward improvement of its services to students. The Student Success Plan is a dynamic plan that guides MJC's program improvement efforts, and is in turn shaped by the outcomes of those efforts. This document outlines the processes involved in development of the Student Success Plan, and provides other community colleges with planning templates for developing their own Student Success Plans.

The History of Student Success/PFE Planning at MJC

The 1980's to 1995

Modesto Junior College has a long history of strategic planning. Going back to the early 1980's, there was the "Campus Retention Committee", followed in 1988 by the "Campus Matriculation Advisory Committee", and the "Campus Student Equity Committee" in the mid-nineteen-nineties. Each of these plans shared the following goals:

- Increasing access for all students, but especially for underrepresented students
- Improving assessment processes
- Increasing course completions
- Monitoring student progress
- Increasing degrees and certificates awarded
- Increasing the numbers of students transferring to universities
- Developing sound research practices

Although the college did work toward these goals, the following conditions have been identified by Student Success Committee members as limitations:

- The plans were developed by a small number of college staff, primarily those making up the committees and their constituents.
- The changes made were program specific, and thus required no institutional changes.
- There was a lack of college-wide buy-in to the plans.

November 1995

In 1995 the Student Success Committee developed the following questions prior to establishment of PFE goals:

1. What can be done to encourage high school students to be better prepared for college?
2. What can MJC do to improve assessment, advising, and course placement?
3. How can the MJC environment be structured to communicate a similar message of college expectations?
4. How can the college reward effort and success?
5. Does MJC curriculum meet the needs of our students?
6. How effective are MJC interventions:
    - For probationary/disqualified students?
    - For students enrolled in basic skills classes?
    - For limited English speaking students?
7. What research must MJC have to determine its needs so that activities can be recommended?
8. What are the outcome measures that MJC will use to determine progress toward change?

MJC thus found itself on a path that would ultimately lead to the Partnership for Excellence goals. This was a decided advantage in MJC's favor.

One drawback at the time of the plan's inception was that no funding existed for activities or interventions suggested by the plan. Only activities that had very little or no cost associated could actually be implemented.

Development of MJC's Student Success/PFE Plan

Collaborative Planning Process

In 1988 the Student Success Committee invited input from the entire college campus to identify interventions and activities that would promote Student Success goals.

The committee eventually included members from the following areas:

- Administrators
- Area Managers
- Research
- Faculty
- Academic Senate
- Student(s)

Furthermore, the Student Success Committee had support from college and district administration for development and implementation of the plan. Members of the Committee have identified this component as the most critical requirement for successful strategic planning.

This top level support was evident from the following college/district areas:

- Chancellor
- President
- Board of Trustees

Goals Identified

Together, this committee developed the Student Success Plan, which was brought to the forefront at the Fall Institute Day (gathering of faculty and staff). The goals of the college Student Success Plan closely paralleled the goals of the Partnership for Excellence, putting the college in an enviable situation when PFE goals were announced.

The initial goals of the Student Success Plan included:

- Access
- Successful Course Completions
- Basic Skills Improvements
- Transfers
- Degrees and Certificates Awarded

Implementation of MJC's Student Success/PFE Plan

Call for Activities/Interventions

There was outreach to the campus community for input on development of activities (to be funded by PFE money) that would support the Student Success/PFE goals. This inclusion of a college-wide constituency together with high-level administrative support for the Student Success Plan led to campus-wide buy-in and commitment to the goals of the Student Success Plan.

For the first time in the college's strategic planning history, there was real change in the college climate. Student success (without compromising standards) became the top priority for all faculty, staff and students. Instruction and Student Services have come together to identify problems and to develop and implement interventions that will assist student success.

Importantly, high-school counselors and teachers are aware that MJC is concerned about student success, and that we are willing to work with them to ensure that students make full use of their high school opportunities and enter MJC prepared to embark upon college-level coursework.

Research

The Student Success Plan called for quality research to help the committee with decision making and prioritization of activities. The Office Of College Research was put in place to achieve this objective, with eventual funding (July, 2000) for a full-time research position to replace the 10-month faculty research reassignment.

Initial projects related to the Student Success Plan included:

- Identification of "Critical Needs" courses, which served as gatekeepers to student's progress.
- A "Disproportionate Impact" study of selected student success outcomes. (This report is available from the MJC Office of College Research. Email Ms. Sandy Stretch, Research Assistant: stretchs@yosemite.cc.ca.us to receive a copy).

Later projects include:

- An examination of math assessment processes and course placements, as related to students' successful completion of math courses.
- A study comparing retention rates of business and behavioral science students in a faculty mentoring program to those of a randomly selected sample of business and behavioral science students stratified for self-reported high school GPA, ethnicity, gender and age.
- An analysis of student utilization of the "Learning Lab", a basic skills lab for self-paced computer learning modules.

To ensure that the Office of College Research maintains the capability to carry out its institutional and college research mandates, a Research Advisory Committee meets

monthly to discuss concerns related to Student Success Plan, prioritize research projects, and to provide critical feedback and advice to the Director of College Research.

A Process for Utilization of Research

The campus-wide Student Success Committee receives input on college PFE indicators and unit research data from Research, via the Research Advisory Committee, which is then further analyzed and discussed in committee. The committee identifies critical needs as related to PFE indicator goals, and reports on the data and the critical needs are taken to the college community by the committee representatives:

- Division Units
- Student Services Council
- President's Cabinet
- Academic Senate
- Student Senate

An intensive self-study of the identified areas should then be undertaken, with participation and support from the Office of College Research and the Academic Senate. The study process seeks to pinpoint the strengths and the weaknesses of the programs, highlighting exemplary practices as well as problematic areas.

Reports from the self-study process are taken to the Research Advisory Committee and the Student Success Committee for discussion and further analysis. Areas of need are then prioritized by the committee with input from the various college constituencies invited. Examples of priorities might include:

- Exemplary practices or previous Student Success activities that have been shown to be effective (based on research)
- Areas of weakness that may be bolstered by new or innovative activities

Identification of Activities and Allocation of Funding

Request for Proposals

Following the self-study and subsequent prioritization of needs, a request for proposals goes out to the campus community. The proposal has been structured to include the following requirements (those marked with an asterisk are new to the process):

- A literature review that supports the proposed activity*
- A description of the activity to be funded
- A description of the expected outcome of the activity that specifies how the outcome is to be measured (being strengthened through collaboration with Office of College Research)
- A timeline for implementation of the activity/intervention
- Designation of person(s) responsible for carrying out the activity/intervention
- Proposed cost of the activity

Review and Approval for Funding
A subcommittee of the Student Success Committee is charged with reviewing the proposals. Based on previously agreed upon criteria, proposals for activities/interventions are selected for funding. Minimum criteria for approval include (those marked with an asterisk are new criteria):

- Completeness of proposal form
- Relationship of activity/outcome to the top priority PFE indicator(s)*
- Use of measurable outcome(s)*
- Likelihood of success
- Amount of funding available

Responsibility and Accountability in MJC's Student Success/PFE Plan

Responsibility
One of the most important facets of MJC's Student Success Plan has been its emphasis on responsibility and accountability. When a proposal is made, persons responsible for carrying out and reporting on the outcomes of the activity are identified.

The Student Success Committee (through the Instructional and Student Services co-chairs of the committee) is able to request periodic updates on the project status using the time-line provided in the proposal request. This helps to assure that the monies are being utilized in the manner for which they were intended, and also allows the Student Success co-chairs (or the Director of Student Success, once this position is adopted and filled) to provide support if problems in implementing the activities are encountered.

Accountability
The requirement of measurable outcomes is another very positive aspect of the Student Success Plan. Although both qualitative and quantitative measures of success may be used, there is a preference for the latter because of its usefulness to outcomes research processes.

Outcomes data provide a means to establish whether an activity has been successful. Thus, funding will not be continued for activities that do not prove to be effective, freeing up funds for other more fruitful endeavors. One further benefit of this process is that in emulating the PFE funding processes, the college community is better acculturated to the accountability being demanded on a statewide level.

MJC's Student Success Goals

Goal 1: Increase the number of high school graduates who enter MJC eligible to enroll in college level courses.
Goal 2: Ensure that MJC students have adequate skills for successful completion of associate degree applicable, transfer level, and vocational courses.
Goal 3: Establish common competencies as part of all precollegiate courses in English, study skills, reading, math, and transfer courses with multiple sections.

Goal 4: Structure the MJC environment to communicate an expectation of success.
Goal 5: Structure the MJC environment to reward student and staff achievement.
Goal 6: Establish a pilot project to test the effectiveness of a coordinated approach for students who need instruction in basic skills.
Goal 7: Explore and implement strategies to improve vocational education courses.
Goal 8: Increase number of degrees and certificates awarded.
Goal 9: Increase number of transfers to four-year universities.
Goal 10: An increased number of students will find employment.
Goal 11: The college will develop research strategies to measure student outcomes and implement the results in planning and program evaluation.

The PFE Goals in Relationship to MJC Student Success Goals

PFE Goal 1: Transfer

- Student Success Goal 4: Structure the MJC environment to communicate an expectation of success.
- Student Success Goal 5: Structure the MJC environment to reward student and staff achievement.
- Student Success Goal 9: Increase number of transfers.

PFE Goal 2: Degrees and Certificates Awarded

- Student Success Goal 4: Structure the MJC environment to communicate an expectation of success.
- Student Success Goal 5: Structure the MJC environment to reward student and staff achievement.
- Student Success Goal 8: Increase number of degrees and certificates awarded.

PFE Goal 3: Successful Course Completions

- Student Success Goal 1: Increase the number of high school graduates who enter MJC eligible to enroll in college level courses.
- Student Success Goal 2: Ensure that MJC students have adequate skills for successful completion of associate degree applicable, transfer level, and vocational courses.
- Student Success Goal 3: Establish common competencies as part of all precollegiate courses in English, study skills, reading, math, and transfer courses with multiple sections.
- Student Success Goal 4: Structure the MJC environment to communicate an expectation of success.
- Student Success Goal 5: Structure the MJC environment to reward student and staff achievement.
- Student Success Goal 7: Explore and implement strategies to improve vocational education courses.

PFE Goal 4: Workforce Development

- Student Success Goal 10: An increased number of students will find employment

PFE Goal 5: Basic Skills Improvement

- Student Success Goal 4: Student Success Goal 4: Structure the MJC environment to communicate an expectation of success.
- Student Success Goal 5: Structure the MJC environment to reward student and staff achievement.
- Student Success Goal 6: Establish a pilot project to test the effectiveness of a coordinated approach for students who need instruction in basic skills.
- Student Success Goal 7: Explore and implement strategies to improve course completion rates in basic skills, transfer, degree applicable, and vocational education courses.

PFE Goals 1-5

- Student Success Goal 11: The college will develop research strategies to measure student outcomes and implement the results in planning and program evaluation.

Research Strategies Developed for MJC's Student Success/PFE Plan

Although still in its first year of development, the Office of College Research has implemented the following processes for Student Success research planning:

- In conjunction with the Research Advisory Committee, developed and made widely available the Research Request Form for use by faculty and staff with research needs.
- In meetings with IAC (Deans Council) Office of College Research has requested input for research needs/strategies:
  - in collaboration with IAC research subcommittee, developed process for identification and prioritization of instructional research requests
  - in response to IAC research subcommittee, fine-tuned research needs of instructional deans who requested "less data, more analysis"
- Director of College Research sits on Student Success Committee:
  - informs committee of college progress toward PFE goals
  - gets input from Student Success Committee about Student Success research needed
- Met with divisions requesting research to identify research questions and their relationship to Student Success Plan
- Played consultative role with faculty and divisions requesting Student Success research projects
- Simplified data reporting conventions to allow easier analysis and interpretation of Student Success/PFE data by Student Success Committee

5 Measurable Success Indicators

This project is intended to utilize the success indicators established by the Board and apply methods of comparative analysis to establish benchmarks and conduct continuous assessment of strategies utilized by institutions to improve student outcomes:

1. Access to community colleges
2. Course Completion
3. Degree/certificate completion
4. ESL/Basic Skills completion
5. Transfer

Requirements

1. Describe the methods and procedures to be used in identifying student success/equity issues, which present barriers to educational opportunity.
2. Identify strategies to overcome them.
3. Establish baseline measures to determine the effectiveness of implementation and successful practices and procedures which merit support through the Student Success Institutionalization Fund.

Procedures/Activities

1. Each planning document should contain basic research to determine the extent to which success/equity issues are revealed.
2. By conducting a study of the problem, it is expected that a college will be able to detect problems about the way the college is organized, the delivery of its instruction, or the availability of services, which create obstacles to student success.
3. Each planning document shall identify resources budgeted to carry out the plan.
4. Establish a schedule and process for ongoing evaluation. This includes on-going baseline data collection.
5. Specify who is doing what and when.
6. Include how often the planning process will be evaluated.

Objectives

I. By Spring 1999 MJC will develop action plans with area high schools to increase the number of high school students entering MJC with the necessary basic skill levels for college level coursework. (Success Indicators: access, course completion by entering HS students, degree/certificate completion by entering HS students)

II. By Spring 1999 Curriculum Committee will select 5 critical need courses for reading/math skill prerequisites. (Success Indicators: ESL/basic skills completion, course completion, degree/certificate completion)

III. By Spring 1999 a group of division deans and faculty will review the precollegiate English, Reading, Study Skills, and Mathematics curricula. (Success indicators: ESL/basic skills completion)

IV. By Spring 1999 a group of division deans and faculty will develop a plan for communicating with students those courses which are not math or reading/writing intensive. (Success indicators: course completion, degree/certificate completion, access)

V. By Spring 1999 MJC will establish a pilot project to test the effectiveness of a coordinated approach to students needing instruction in the basic skills area. (Success indicators: access, ESL/basic skills completion)

VI. By Spring 1999 Dean of Literature and Language Arts will coordinate curricula relating to basic skills development. (Success indicators: access, ESL/basic skills completion)

VII. By Spring 1999 MJC will establish common competencies as part of all precollegiate English, study skills, reading and mathematics courses. (Success indicators: course completion, persistence)

VIII. By Spring 1999 MJC will establish a system for acknowledging student success. (Success indicators: access, course completion, degree/certificate completion)

IX. By Spring 1999 MJC will have a system of procedures for ongoing evaluation of the effectiveness of Student Success/Equity interventions for the purposes of on-going planning and development.

Research Activities

Objective I

1. Conduct research to define characteristics of entering high school students: Reading, writing, math, and study skill levels.
2. Conduct research to define number of students entering without a high school diploma.
3. Determine how many students without the necessary basic skills have enrolled in transfer level courses. (Necessary skill level defined as placement above English 49 or reading score greater than the 50^{th} percentile.)
4. Of these students, determine how many successfully complete the transfer level courses.
5. Of students with adequate basic skills, determine how many are successful in transfer level courses.
6. Form focus groups with selected high schools to discuss development of interventions.
7. Using research data and focus group input, develop interventions to improve success of entering high school students.

Objective II

1. Form faculty advisory group to work with curriculum committee to choose 5 critical need transfer level courses.
2. Conduct reading and math predictive validity research with these 5 courses.
3. Develop advisory skill rating system that will indicate ability levels in English, writing, and math for inclusion in the Spring 1999 Class Schedule.

Objective III

1. Encourage students to develop necessary reading skills when entering the college by promoting Reading First course.
2. Determine the number of sections needed and add late start classes as appropriate.
3. Identify courses that are not intensive in reading, writing, math.

4. Expand basic skills Learning Center.
5. Encourage faculty to evaluate the readability levels of textbooks using available software.

Objective V

1. Design 12-unit precollegiate basic skills course that would be taught in modules: reading, writing, vocabulary, and study skills development.
2. Develop math skill building modules that will be offered with multiple start times: Math in the Workplace, Math in Everyday Life, Basic Math Principles.
3. Addition of Math 20 offering in basic skills Learning Center.

Objective VI

1. Form an advisory committee consisting of reading, math, English, Study Skills, and ESL faculty.
2. Review Basic Skills Program on a regular basis.
3. Evaluate Critical Thinking software currently available as a possible addition to Learning Center.

Objective VII

1. Form discussion group of appropriate division deans.
2. Develop and refine action plan.

Objective VIII

1. Publish President's List.
2. Send letters to students acknowledging GPA improvement.
3. Implement a Certificate of Excellence award program.
4. Plan social events, staff development activities designed to encourage and promote student success.
5. Implement priority registration system that rewards continuing students for achievement.
6. Review and refine probationary/disqualified student procedures.

Objective IX

1. Research the relationship between adequate reading and study skills and related variables and successful completion of college level courses using the Board of Governor's five measures of success.
2. Compare the success rate of EOPS students to a control group of the general population. Define success as course completions as measured by grade distribution.
3. Analyze English, reading and mathematics placement scores for incoming students and report the distribution of students by skills levels to the college.
4. Conduct validity studies for identified courses for reading and English prerequisites.
5. Ask faculty who teach in the skills areas what suggestions they have for improving student success and what curriculum and delivery changes they would suggest.

6. Develop survey questions for high school focus groups. Correlate high school CAT scores and MJC assessment scores.
7. Conduct studies on populations of student undergoing college prescribe intervention; e.g., Puente students, MESA students, SOAR students, and all interventions recommended by the Student Success Plan.
8. Develop reports of findings to be distributed to the appropriate decision-makers, the campus community, the local, regional, state community as appropriate.

Student Success Research In Relationship to PFE Measures of Success

Goals	Activity & time frame	Accountability Measures
Goal I: Collaborate with local high schools to encourage and reward students for making maximum use of HS curriculum		Course completion ESL/Basic Skills completion
• Evaluate basic skill level of entering students • Determine # of students entering with less than HS diploma • Determine students needing remedial skills enrolled in 100-299 courses • Determine success/failure rates of students with/without adequate preparation	Use descriptive data that can be acquired through DSK.	
• HS preparation levels as predictors of success in 100-299 courses • Develop focus group questions • Evaluate ongoing effectiveness of interventions driven by research results	Developing predictors of success will involve correlation studies over time. Developing the focus group questions is a reasoning process. Again, this is a long term assessment process based on data from a defined population.	Course completion
Goal II: Ensure that MJC students have adequate skills for successful completion in AS/AA degree applicable and transfer level courses (50-299)		Certificate/Degree completion, course completion, transfer
• Choose 3 to 5 critical need courses for reading predictive validity research project • Correlational studies of reading ability and grade outcomes	This will continue to be done by YCCD Research & Planning.	

Goal IIIa: Review the pre-collegiate English, Reading, Study Skills, and Mathematics curricula. Number of Reading First sections needed	Determined by enrollment and waiting list data.	ESL/Basic Skills completion
Goal IIIb: Establish a pilot project to test the effectiveness of a coordinated approach to students needing instruction in the basic skills area. • Develop method to assess effectiveness of coordinated basic skills pilot project	Will require some "study design" research.	Course completion, ESL/Basic Skills completion
Goal III: Assign an instructional dean the responsibility for coordinating curriculum relating to basic skills.		ESL/Basic Skills completion, certificate/degree completion
Goal IV: Establish common competencies as part to all pre-collegiate English, study skills, reading and mathematics courses.		All completion measures
Goal V: Structure the MJC environment to reward student achievement and communicate an expectation of success.		All measures
Goal VI: Research Agenda • Compare success rate of EOPS students to a control group of the general population. Success rate = Course completion • Analyze placement scores for incoming students.	EOPS data should be available. Defining the control group is the significant task. Placement score data should be available.	Access

STUDENT SUCCESS PLANNING TEMPLATES

Collegewide Student Success Committee: Membership

Who on your campus is involved in planning processes? List personnel from the following categories for potential membership on Student Success Planning Template:

- **Administration:**
  Instruction
  Student Services
- **Management:**
  Matriculation
  Transfer
  Counseling
  Research
  Basic Skills (if position exists)
  Instructional Dean
  Vocational Dean

Workforce Development

- **Director of Student Success (if position exists)**
- **Faculty:**
- **Academic Senate:**
- **Student(s):**

Student Success Committee: Structure

MJC found it helpful to have the committee co-chaired by managers from both Instruction and Student Services areas. This balancing of interests assists in removing any chance of "favoritism" when allocating funds for activities. Another strategy to avoid misperceptions and imbalances might be to appoint a chairperson from College Administration to act as the Committee Chair. From recent conversations on the topic, many MJC Student Success Committee members believe this could be one role of the "Director of Student Success".

The boxes below provide many potential combinations for leadership of the committee. Use them for strategic planning!

President:	Budget Manager:
Director of Student Success:	
Instructional Dean:	Student Services Manager:
Director of College Research/College Researcher:	
"Basic Skills" Manager:	Other Committee Members:

Student Success/PFE Data Reporting with Formulas

The formula used to calculate PFE Target:= [(Base Data x PFE %)] + Base Data
The formula used to calculate % Change over Base Year = [(Most Recent Data – Base Data) / Base Data]

PFE GOALS	PFE BASE YR* DATA	MOST RECENT DATA	PFE TARGET	% CHANGE OVER BASE YEAR
Transfers:	**1998/99**	**1999/00**	**2005/06**	
Total transfers				%
UC				%
CSU*				%
Degrees & Certificates:	**1997-98**	**1999/00**	**2005/06**	
Overall				%
AA/AS				%
Certificates				%
Course Completion Rates:	**1995-96**	**1998/99**	**2005/06**	
All courses				%
Transfer				%
Precollegiate Basic Skills				%
Non-transferable Vocational				%
Workforce Development:	**1997-98**	**1999/00**	**2005/06**	
Successful VocEd course completions: Total				%
Apprenticeship courses completions				%
Advanced level vocational ed course completions				%
Introductory level vocational ed course completions				%
Number of CA businesses benefiting				%
Number of employees served				%
Number of individuals receiving fee-based job training				%
Basic Skills Improvement:	**1995-96**	**1998/99**	**2005/06**	
Total				%
English				%
Math				%

Student Success Plan: Goals and Activities

GOAL(#___)/PFE #___:
Describe the goal. Indicate the PFE Indicator (if any) to which the goal relates.

Anticipated Outcome(s):

1. Specify the outcomes that will demonstrate that the goal has been met.

2. Outcomes should be measurable – may include qualitative evidence as well as quantitative data, but should not rely on "anecdotal" evidence.

Background:

Give background on the goal development, evidence that it is a college need or priority, and any relevant historical or research information.

Research Required:

1. List research related to accomplishment of the goal, including research to develop activities, or to assess progress toward goal.

2.

Proposed Activities:

1. List the activities that will be carried out toward meeting the goal. The Student Success Committee will prioritize the activities and identify funding sources. Identify person(s) responsible for activity and an estimated completion date.
2.

3.

4.

Priority	Source of Funds	Amount Funded	Person(s) Responsible	Estimated Completion Date
Use this column to prioritize the activities	Identify the source for funding	$		

GOAL( )/PFE #_____:

Anticipated Outcome(s):

1.

2.

Background:

Research Required:

1.

2.

Proposed Activities:

	Priority	Source of Funds	Amount Funded	Person(s) Responsible	Estimated Completion Date
1.					
2.					
3.					
4.					
5.					

Budget

Funding allocation by goal with major activities (with examples from MJC's Student Success Plan):	
Transfers: Increase number of transfers to UC & CSU, and number of "transfer prepared" students	**$(total for goal)**
A. Transfer Center to develop ongoing activities	**- (cost) -**
Degrees and Certificates: Increase number of awards	**$(total for goal)**
A. Enhance students' essay writing and math skills	**- (cost) -**
B. Publicity to increase students' awareness of the value of degrees and certificates	**- (cost) -**
Successful Course Completions: Increase completion rates for all credit courses, transfer level courses, basic skills courses, and vocational education courses.	**$(total for goal)**
A. Hire tutors and coordinators for new and existing programs.	**- (cost) -**
B. Support computerized assessment	**- (cost) -**
C. Purchase pressure sealer, fund mailings	**- (cost) -**
D Expand student services on West campus, increase number of test dates, and orientation for distance learning	**- (cost) -**
Workforce Development:	**$(total for goal)**
A. Job Skills Academy	**- (cost) -**
Basic Skills Improvement: Increase the number of students improving their precollegiate math and English skills as measured by progress through course sequences	**$(total for goal)**
A. Collaborate with local high schools on projects to enhance college preparation	**- (cost) -**
B. Continue project for priority registration for successful high school students	**- (cost) -**
Coordination: activities impacting all goals.	**$(total for goal)**
Activities that promote campus climate of success	**- (cost) -**
Research and marketing needs	**- (cost) -**
Instructional activities	**- (cost) -**
Multicultural activities	**- (cost) -**
Staff Development Coordinator	**- (cost) -**

Use the template (on following page) to list the major goal objectives related to PFE, followed by the specific activities to be funded. Include cost for each activity, and totals for the major goal objectives. Also on next page is a summary budget for PFE goals which may be useful for PFE reporting.

Funding allocation by goal with major activities:	
Coordination: activities impacting all goals.	

PFE Goal	Total Allocation	% of total
Transfer Degree/Certif. Success Course Compl. Workforce Dev. Basic Skills Improvement		
Coordination		
Total Allocation	$	100.0%

Final Budget Analysis

Student Success Funding Analysis					
Student Success	**PFE**	**Spent 98-99**	**%**	**Funded 99-00**	**%**
Goal 1	Basic skills improvement	$		$	
Goal 2	Course completion rates	$		$	
Goal 3	Basic skills improvement	$		$	
Goal 4	Climate of success	$		$	
Goal 5	Reward achievement	$		$	
Goal 6	Basic skills improvement	$		$	
Goal 7	Course completion rates	$		$	
Goal 8	Degrees & Certificates	$		$	
Goal 9	Transfers	$		$	
Goal 10	Workforce development	$		$	
Goal 11	Research	$		$	
Sub-Total		$		$	
President's Contingency		$		$	
Grand Total		**$**	**100.0%**	**$**	**100.0%**

The template above shows how budgets for Student Success goals with corresponding PFE goals (if any) may be tracked across time. The use of percentages allows analysis of the budgets in relationship to identified priorities (as specified in the Student Success Plan).

A blank template is provided below for your own planning and budget processes. A template for final analysis of funding by PFE goal across 3 years is provided on the following page.

Student Success Funding Analysis					
Student Success	PFE	Spent	%	Funded	%
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
		$		$	
Sub-Total		$		$	
President's Contingency		$		$	
Grand Total		$	100.0%	$	100.0%

Funding by PFE Goals

PFE Goal	Spent 98-99	%	Funded 99-00	%	1998-2000	%
Basic skills improvement	$		$		$	
Course completion rates	$		$		$	
Degrees & Certificates	$		$		$	
Transfers	$		$		$	
Workforce development	$		$		$	
Overall	$		$		$	
Sub-total	$	100.0%	$	100.0%	$	100.0%
President's Contingency	$		$		$	
Grand Total	$		$		$	

Research Request Form

Due to the demand for research, it may be necessary for the MJC Research Agenda Committee to screen and prioritize research request. To expedite the processing of your research request, please provide the information requested below.

You may check on the status of your request at any time by visiting our Research Project Tracking Page. The MJC Office of College Research will notify you by email or telephone once a final decision has been made.

Requested by: _____ Title: _____

Div/Area _____Phone ext: _____ Today's Date:_____

Type of research requested (Check all that apply):

____ Survey Construction ____ Survey Administration ____ Research Design

____ Data Collection ____ Statistical Analysis ____ Other

Please indicate if research is related to any of the following:

____ State Mandated ____ Accreditation ____ Other

____ Program Review ____PFE/Student Success

Please specify the topic being researched:_____
_____
_____

Define the research question:
_____
_____
_____

How will this research benefit the college?_____
_____
_____

What is the proposed timeline for this research? Begin date: _____ End date: _____

Please estimate the distribution of work/responsibility for the proposed research:

Yourself and/or another person/group _____% MJC Office of Research _____%

Will this research impact any other areas/division? ____Yes ____No

If yes, have you contacted them about this research? ____Yes ____No

Who did you contact?_____

Comments:_____

_____

Has your immediate supervisor approved this project? ____Yes ____No

Supervisor: _____ Phone extension: _____

(Name of Supervisor)

For Research Advisory Committee Use:

Project Title:

_____

Requested by:

_____

Impacted Areas:_____

Target Completion Date: _____ Estimated Project Time (in weeks):_____

Actual Completion Date: _____ Actual Project Time (in weeks): _____

Comments:

_____

_____

_____

_____

OCR Level of Involvement: ____High ____Medium ____Low

Priority: ____High ____Medium ____Low

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Organization/Address: Modesto Junior College 435 College Avenue Modesto, CA. 95350	Telephone: (209) 575-6067 FAX: (209) 575-6630 E-Mail Address: williamsja@yosemite.cc.ca.us Date: 5/23/02

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